

EDUC 350: Foundations of Teaching as a Profession
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F 10:00-12:45
UH 101
California State University San Marcos
College of Education

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Course Description: This course serves as an orientation to careers in elementary, middle and high school education. Upon completion of this course, teacher candidates should understand the nature of formalized education in the United States and be able to assess his or her interest in teaching as a career. Major topics include:

- Understanding the roles of schools in society
- Exploring philosophies and contemporary issues in education.
- Assessing the roles of teachers in schools.
- Understanding the qualifications and credentialing process for California teachers.
- Understanding and appreciating the student as an individual.
- Understanding factors affecting student achievement.
- Understanding critical issues in curriculum and instruction.
- Understanding infusion of special education in general education practices.
- Understanding the laws that influence teaching responsibilities.

This course is required for all credential candidates. **All students must complete forty-five (45) hours of supervised fieldwork in K-12 classrooms.**

Mission of the College of Education at Cal State San Marcos: The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism and shared governance.

(adopted by COE Governance Community, October 1997)

Authorization to Teach English Learners: The Cal State San Marcos credential programs have been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

(approved by CCTC in SB 2042 Program Standards, August 2002)

Special Education Inclusion: Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will introduce the collaborative infusion of special education competencies that reflect inclusive educational practices. Students will demonstrate a knowledge of laws and dispositions that relate to special education through a variety of activities such as the viewing and analysis of the video F.A.T. City, reading and analysis of "School Law & Diversity," and/or *Creating an Inclusive School*.

Students with Disabilities Requiring Reasonable Accommodations: Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

College of Education Attendance Policy: Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. Absences and late arrivals/early departures will affect the final grade. **A minimum grade of C+ is required in Educ 350 to qualify as prerequisite for admission to the Cal State San Marcos teacher credential program.** COE attendance policy states, “At a minimum, students must attend 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements.” In this section of 350, the instructor has adopted the following policy: If you miss 2 classes (86%), you cannot receive a grade of an A or A-, if you miss 3 classes (80%), you cannot receive a grade of a B+ or B, if you miss more than 3 classes, you cannot receive a C+. **Notification of absences does not allow students to assume they are automatically excused from class.**

Credential Program Recommendations: As one of several evaluation methods, Educ 350 course instructors are asked for feedback concerning credential candidates who are applying for programs at Cal State San Marcos. Keep in mind that your professionalism and hard work in this class not only affect your course grade, but also indicate your readiness for a credential program.

Field Work: In addition to in-class work, assigned readings and projects, students will participate in forty-five (45) hours of supervised fieldwork assignments in a variety of public school settings. Approximately half of your time should be spent in one teacher’s classroom, and the remainder of the time should be distributed among other classrooms. A recommendation (usually from the classroom teacher where most of the fieldwork is done), as well as a Field Experience Recommendation Form with documented hours and teacher verification, are requirements for admission to the Cal State San Marcos Teacher Credentialing programs.

Use of Technology: Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. Details will be given in class.

Teaching Performance Expectation (TPE) for EDUC 350: A primary goal of Educ 350 is to begin the process of developing teacher candidates to become professional educators. The following TPE of the California Commission for Teacher Credentialing is expected to be met during this course:

TPE 12: Professional, Legal and Ethical Obligations

Candidates are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met.

Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness.

Teaching Performance Assessment for Developing as a Professional Educator

The successful completion of the personal philosophy assignment is a requirement for completion of this course and is a component of partially meeting the TPE described above. This statement will be used for assessment both in the course and at completion of the College of Education program. Retain an electronic copy of your statement for submission for your portfolio at the completion of your teacher education program.

Class Discussions and Participation: Students will engage in active learning each class session, and will be expected to actively participate.

- Do you participate in class discussions productively, sharing your knowledge and understandings?
- Do you interact productively with your peers, taking on a variety of roles (leader, follower, etc.)?
- Do you contribute appropriately to group work—do you “do your share”?

- Are you able to accept others' opinions?
- Are you supportive of others' ideas?
- Do you support your peers during their presentations?
- Can you monitor and adjust your participation to allow for others' ideas as well as your own to be heard?

Course Requirements: Teacher education is a professional preparation program. It is expected that students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the College of Education. It is expected that work will be turned in on time. Please discuss individual issues with the instructor. Points will be deducted if assignments are submitted late (10% penalty per day late; no credit will be awarded if the assignment is one week late).

Required Texts:

Armstrong D.G., Henson, K.T., and Savage, T.V. (2005). *Teaching Today*. Merrill Prentice Hall.
 Villa, Richard A. and Thousand, Jacqueline S. (2005). *Creating an Inclusive School*. Alexandria, VA: Association for Supervision and Curriculum Development. (Chapters 1, 2, 3, p. 125-135 and 162-167)
 Wong, H. (2004). *The First Days of School*. Wong and Wong.

Assignments

***Interview of a teacher* (10 %)**

In this assignment, you will interview a teacher to seek further insight and information into the teaching profession.

***Classroom observation reports* (15 %)**

Using the classroom observation instrument provided in class, write up fifteen 30-minute observations in your field sites.

***Community Study* (10%)**

You will form a group with other classmates and study a particular local region. Working together, you will gather information about the school community and its resources. You will present this information with the class.

***Teachers in the Movies* (5%)**

You will watch a movie which depicts teachers write a response, and in a cooperative group, reflect on the movie.

***School Law and Diversity* (10%)**

Details will be given in class.

***Contemporary issues research* (12 %)**

Choose (1) an issue that interests you (from the topics given to you by the instructor) and (2) a partner with whom to work. Research the issue and prepare an oral report to share in class. The report should describe and analyze the issue. When you present your research orally, provide a one-page summary and a reference list (at least 10 items) for your classmates.

***Current events in education* (5%)**

Sign up for a date when you will be responsible for presenting an item from the week's news in K-12 education (5 minutes maximum). The item may be from television, radio, internet (e.g., www.edweek.org/), newspaper, or magazine, and may pertain to local, national/, or international issues. You will summarize and present the importance of the news for your classmates.

Personal philosophy of teaching, learning and schooling (10%)

Details will be given in class.

Reading Responses (13%)

It is important to “keep up” with the assigned reading so that discussions and information presented in class enhance and build upon your understanding of the concepts. Scaffolding information for your own students will be essential in their learning as it is in yours. There are two parts to this assignment. First, you are to read the assigned chapters and write a reading response. A reading response is not a summary of what you read. Rather, it is what you think about what you read, how it applies to you, what it reminds you of, etc. The weekly responses should be about a paragraph in length. You may bring a hard copy of your response to class. Second, at the beginning of each class, you will meet with a “Literature Circle.” You must be prepared in order to receive full credit and participate in the Literature Circle (on time to class, chapters read, and response written).

Participation & attendance (10%)

This course is designed for active learning during class sessions. In order for this course to succeed for individuals and the group, students must come to class prepared to discuss assigned readings/topics and to participate in class activities.

Attendance and Participation points:

0 points	2 points	5 points	8 points	10 points
Irregular attendance or rarely participates in class discussions. Participates in group discussions. Is sometimes off task or not prepared for group work.	Irregular attendance or seldom participates in class discussions. Participates in group discussions. Is sometimes off task or not prepared for group work.	Comes to most class sessions. Sometimes participates in class discussions in a professional manner. Participates in group discussions daily.	Comes to each class sessions. Most of the time participates in class discussions in a professional manner. Participates in group discussions; is not off topic during group work.	Comes to each class session. Always participates in class discussions, in a professional manner. Participates in group discussions; is not off topic during group work.

Summative Assessment Rubric

A=Exceeds Expectations: The student consistently performs and participates in an exemplary manner. S/he is an active member of the class by participating in class discussions. Each assignment receives in-depth exploration and reflection based upon research, observations and classroom implementation, when possible. All work is submitted in a professional manner using APA style when appropriate. Presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well prepared. Professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

B=Adequately Meets Expectations: The student meets outcomes expectations in a satisfactory manner. Each assignment is based upon research, observations and classroom implementation, when possible. Generally, work is submitted in a professional manner using APA style when appropriate. Generally, presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well prepared. Most of the time, professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

C=Minimal Performance: The student’s skills are weak and do not meet expectations. S/he does not participate on a daily basis. Each assignment is based upon opinion rather than research, theory, and best practices. Reflection is shallow. Assignments are submitted without APA style, thorough proofreading and organization. The student needs a great deal of guidance. The student is consistently late with work and has classroom attendance problems.

“D” or “F” students fail to meet the minimum requirements of a “C.” The specific grade will be determined based on rate of assignment completion, attendance, etc.

Schedule Subject to Change

Week	Date	Topic	Reading	Assignment Due
1	9/2	Why Teach?		
2	9/9	Field experience requirement Schooling in a democracy	AHS ch. 1 W. Unit A (p.3-20)	Bring fieldwork information from syllabus
3	9/16	Becoming a Teacher Credentialing in CA	AHS ch. 2	Teacher Interview
4	9/23	History of U.S. Schools	AHS ch. 12	Observations 1, 2
5	9/30	Philosophical perspectives	AHS ch. 11	Observations 3, 4
6	10/7	The lives and work of teachers	W. Unit B	Personal Philosophy Rough Draft Due Observations 5, 6
7	10/14	The lives of our students	AHS ch. 5	Personal Philosophy Paper Due Observations 7, 8
8	10/21	Work on Community Study Presentations		
9	10/28	School Law	AHS ch. 14	Community Study Presentations Observations 9, 10
10	11/4	Exceptional Learners	AHS ch. 6	Community Study Presentations Observations 11,12
11	11/11	Inclusion	VT 1, 2, 3	School Law and Diversity Paper Due Observations 13,14
12	11/18	Classroom Management	AHS ch. 9 W. Unit C	Teachers in the movies Observation 15
13	11/25	Standards and Assessment	AHS ch. 10 W. Unit D	Field Experience paper work Issues Presentations
14	12/2	School Curriculum & Instruction	AHS ch. 7, 8	Issues Presentations
15	12/9	School reform	AHS ch. 3	Issues Presentations Course Evaluation

Teacher Interview

In this assignment, you will interview a teacher to seek further insight and information into the teaching profession. The questions are aligned with Teaching Performance Expectations (TPEs) from the state of California and CSUSM. For the interview process, you may use a tape recorder (with the interviewee's permission), record answers on a laptop, or by hand. Analyze and synthesize the information you receive into a written narrative. Begin with contextual information regarding the school setting, teacher's classroom grade level and subject matter. Follow with summaries of the teacher's answers and conclude with your own commentary.

Contextual information:

1. What is your experience in teaching? Years? Grade levels? Subjects? Locations? Etc.
2. Describe the school and grade level in which you are currently working.
3. What professional education do you have? Degrees? Trainings? Certificates?

Teaching Performance Expectations (TPEs)

TPE A. Making subject matter comprehensible to students

4. How do you use standards when you are planning for instruction and assessing understanding?

TPE B. Assessing Student Learning

5. What types of formal and informal assessments do you use?
6. How do you use the information from those assessments in your day to day teaching?
7. How do you use the information from those assessments in your long range planning?

TPE C. Engaging and Supporting Students in Learning

8. How do you learn about your students' lives and needs?
9. What have been your experiences with "culture shock" in working with students from different backgrounds?

TPE D. Planning Instruction and Designing Learning Experiences for Students

10. What are some of the most effective ways you have found to motivate students?
11. What are two or three of the most effective strategies you have used to help students who have limited English proficiency?
12. What are the most important concepts and skills you believe students need to know and understand when they are finished with your class?

TPE E. Creating and Maintaining Effective Environments for Student Learning

13. How do you and your school discourage bullying?
14. How do you try to ensure equity in your own classroom?

TPE F. Developing as a Professional Educator

15. How do you keep yourself renewed and motivated in the teaching profession?
16. What have you learned about yourself from being a teacher?

Personal Philosophy of Teaching, Learning and Schooling

The purpose of this assignment is to articulate your emerging beliefs about teaching, learning and schooling. The paper should be 4 to 5 pages double-spaced. Rough drafts are due in class on the assigned dates; peer editing will be part of the class session.

Rather than simply responding to a series of questions, you should organize your thoughts in a fashion that makes sense to you. Identify some themes or an approach to teaching that expresses your beliefs as they have evolved this semester. Then articulate these so that your reader/listener is able to form a picture of the teacher you hope to become. Think of your audience as the hiring committee of a school district in which you hope to teach. You want your audience to connect your name and face with a distinct set of beliefs. Now, what are those beliefs?

Following are a couple of possibilities. It is up to you to modify them to suit your professional personality or to devise an approach that serves you better.

To get you going, here is one possible approach to the assignment. But recall what you just read: You need to compose your own approach to this assignment. If the approach below appeals to you, tailor it so that your beliefs show through. Do not submit a series of responses to these particular questions. Address yourself to the issues you (that is, you, personally) are grappling with as you think about becoming a teacher.

Here's one possibility: You notice that the assignment asks you to address three interrelated concepts: teaching, learning and schooling. First, what is teaching? (What are the purposes of teaching? Is the teacher the source of knowledge? Is teaching a one-way or two-way venture? How will you decide what to teach? Do you consider yourself a teacher of students, or of content, or both? Is teaching better described as a set of skills and knowledge, or as a set of values and attitudes? What is it about teaching that you most look forward to, and that you most fear?) Second, what is learning? (What is knowledge? If you teach and students don't learn, whose problem is that? When will you know that students have learned something? Are students empty vessels into which you will pour knowledge? What does learning mean for students of different abilities? What does learning mean for different ethnicities/genders/classes? Do all students need to learn the same thing?) Finally, what is schooling? (What are schools for? How is schooling in a democracy different from schooling in a totalitarian state? What responsibilities do you have as an employee of the public, and what happens when you disagree with public policy? What about when you disagree with parents?)

Exemplary papers have the following characteristics:

Ideas: The paper is clear and focused. It holds the reader's attention. Relevant information and details enrich the central theme. Ideas are supported by research, practical knowledge and experience. Conclusions show insight.

Organization: The organizational structure enhances and showcases the central idea or theme of the paper. An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of closure and resolution. Sequencing is logical and effective. Thoughtful transitions tie parts together. The paper flows so smoothly, the reader hardly thinks about it.

Voice: The writer of this paper speaks directly to the reader in a manner that is individual, compelling, engaging, and has personality.

Sentence Fluency: The writing has an easy flow. Sentences enhance the meaning. Sentences vary in length and structure. The piece has purposeful and varied sentence beginnings.

Conventions: The writer demonstrates a good grasp of standard writing conventions. Spelling is generally correct. Punctuation is accurate. Grammar and usage are correct. Paragraphing tends to be sound. The piece needs very little additional editing.

Content Relevance: The research connected to the particular needs of students in this area. Anyone reading this paper would have no doubt as to your beliefs regarding students and learning.

Another possibility is to write a teaching metaphor

Teaching Metaphor

When you want to express your personal reactions, you often must go beyond literal meanings. You do so by using figurative language. A metaphor can be a universal experience or a form of figurative language in which the writer makes an implied comparison between two unlike items, equating them in an unexpected way, e.g., Teaching as directing a symphony or building a road or sailing a ship. Because metaphors are compressed similes and have economy of expression, they can convey ideas with considerable power. Next week you will turn in the following assignment: Discuss those critical incidents that prompted the decision to become a teacher and have most profoundly influenced how you think of yourself as teacher. Based upon your personal history, identify a metaphor that best captures how you think of yourself as teacher. Explain how your metaphor describes you and your anticipated teaching style. You will be asked to share your metaphor with the group. (see attached rubric)

Writer's Name _____

In each criteria , the **writer should perform a self-assessment** by placing a check (/) in the appropriate box. After reading, the rater should place an X in the appropriate box. Any discrepancies can be explained in the comment section below or in a writing conference.

criteria (check appropriate box)	very competent	competence	limited competence	not yet	comments
follows an organizational pattern particular to its type					
contains an introductory statement or paragraph stating the metaphor					
contains a summary statement or paragraph reflecting on the development of the metaphor in the paper					
develops the metaphor with examples, facts, details, anecdotes, etc., that are powerful and pertinent					
shows evidence of editing and proofreading final draft so that errors in spelling, punctuation, capitalization and usage do not impede comprehension					

comments:

Guide for Community Study

Purposes:

- Work together to gather information about the school community and its resources.
- Create a unified exhibit which informs others about the school community and engages them in viewing the community from its six different perspectives.

Organization Strategies:

- Where will you meet?
- What time will you meet?
- What individual assignments do you need to accomplish?
- What approaches will you use? Maps, pamphlets, charts/visuals, tape recorder/interviews, multimedia, PowerPoint, photographs, music, handouts, etc.

View your school community from these six perspectives:

Anthropologist: How does the community organize for art, entertainment, other activities?

Historian: How has the community changed over time?

Geographer: How has the geography influenced the community?

Economist: What kinds of work are done in the community?

Sociologist: What groups—families, schools, businesses, and the like—operate in the community?

Political Scientist: How does the community organize itself to provide services?

Questions to stimulate the process:

- What is at the heart of our community and culture?
- What are the issues or problems in our community?
- What knowledge and experiences do your students bring to school?
- What resources do we have in our community to link to our students and school?
- What activities, reading or experiences will support our students in learning?

Criteria for effective Community Study Presentation

Descriptors	Highly Effective	Effective	Somewhat Effective	Needs Some Work
The presentation offers important community facts and information that a new teacher needs to know.				
The presentation is comprehensive, incorporating views of the anthropologist, historian, geographer, economist, sociologist, and political scientist in an cohesive and informative manner.				
All group members participated actively and responsibly in the preparation and presentation of the community study.				
The method of presentation is aesthetically pleasing. Visuals add to the clarity of the information presented.				
Overall, the presentation offers a clear sense of the community so that the teacher has valuable information to inform and enhance his/her teaching.				

LAW AND DIVERSITY ASSIGNMENT

You will apply your understanding of the legal context of inclusive education and laws that influence teaching responsibilities.

Study the following chapters and web sites:

Thousand, J.S. (passed out in class) Laws related to special education that affect teachers.

Villa, R. A. & Thousand, J. S. (1995). Creating an inclusive school. Alexandria, VA: Association for Supervision and Curriculum Development. Read all of Chapter 2.

U.S. Disability Law. Internet address:

www.law.cornell.edu/topics/disability.html

Includes information about laws affecting people with disabilities.

OSERS IDEA Home Page. Internet address:

www.ed.gov/offices/OSERS/IDEA

Explanation of federal legislation known as IDEA, which ensures a free appropriate education in the least restrictive environment for children with disabilities. The latest 1997 federal reauthorization of the law is explained in detail.

Reflection and Applications:

Apply your understanding of the legal context of inclusive education and laws that influence your teaching responsibilities by:

1. In writing, identify five laws or court decisions that influence you as a professional educator. At least one of these five must relate to special education law.
 - Identify the law / court decision and give a rationale for each selection.
 - Why is it important to you?
 - How might they affect your teaching?
2. Be prepared to share your selections and rationale for selection of the laws and decisions on the date assignment is due.

Note – It is suggested that you use one page (double spaced) to address each of the 5 laws or court decisions. Identify the law at the top and then provide your rationale.

Laws Related to Special Education that Affect Teachers

By Jacqueline Thousand

Chapter 2 of Villa and Thousand (2005), *Inclusive Education: Historical Perspective*, charts over 200 years of history which has brought us as a country to embrace inclusive educational opportunities for all children. What follows is a summary of key court cases and legislation which have shaped special education and the teacher's role in supporting students with varying learning and language differences. For more detail see these two web sites:

www.law.cornell.edu/topics/disability.html and www.ed.gov/offices/OSERS/IDEA.

Legislation Related to Special Education

The development of special education services in this country has been greatly influenced by the civil rights movement of the 1960s. Out of the movement came legislation designed to prevent discrimination. For instance Section 504 of the Vocational Rehabilitation Act of 1973 is a civil rights law that prevents discrimination against all persons with disabilities in programs they receive federal funds. Since all public schools receive federal funds in some form, Section 504 ensures equal opportunity for students' participation in the full range of school activities. Also, through Section 504, some students who are not eligible for special education services may receive accommodations to assist them to be successful in school. For example, students with health problems such as asthma or extreme allergies as well as other challenges that do not make them eligible for special education may receive assistance through Section 504.

The Americans with Disabilities Act (ADA), signed into law by President Bush in 1990 extends the Vocation Rehabilitation Act of 1973 by protecting all individuals with disabilities from discrimination and requires employers to make reasonable accommodations for employees with disabilities. ADA does not deal directly with education; however, it does clarify the civil rights of all people with disabilities and ensures that buildings, transportation, and other public places (including schools) are accessible to people with disabilities. Your school must be accessible to wheelchairs, for instance. If it is not, it must undergo renovations to install ramps, elevators, or wide entryways.

In 1975 the U.S. federal government finally made a legal commitment to the education of students with disabilities. In that year Congress passed Public Law 94-142, the Education for the Handicapped Act (EHA) which set federal guidelines for special education services. It translated early court decisions into civil rights principles for students with disabilities and mandated the six concepts that have guided special education practice ever since. Those six principles are:

1. **Free Appropriate Public Education.** Students with disabilities are entitled to attend public schools and to receive the educational services they need. This education is provided at no cost to parents.
2. **Least Restrictive Environment.** Students with disabilities must be educated in the least restrictive environment in which they can succeed with support. For most students, this environment is the general education classroom.
3. **Individualized Education Program.** Services for students with disabilities must be individually tailored. This is accomplished by annually developing or revising an Individualized Education Program (IEP). Every IEP includes a statement of the student's current performance levels, a set of goals and accompanying short-term benchmarks or objectives for achieving the goals. The IEP clearly specifies who is responsible for delivering various aspects of the student's program, how progress will be evaluated, and where and how long services will be provided.
4. **Nondiscriminatory Evaluation.** Students are to be assessed using instruments that do not discriminate on the basis of race, culture, or disability. In considering eligibility for special education, students must be assessed by a multidisciplinary team in their native language using tests that directly relate to the area(s) of concern for which the child was referred.
5. **Due Process.** Due process procedures protect students with disabilities and their parents in all special education affairs. Specifically, if a disagreement occurs between the family and school personnel regarding a student's eligibility for special education, no changes can be made in the student's services until an impartial hearing and, if necessary, the appropriate court resolves the issue. School personnel also are protected if they disagree with parents' requests for services; they also may use due process procedures to resolve the dispute.
6. **Zero Reject and Child Find.** No student may be excluded from public education because of a disability. Each state also must take action to locate children who may be entitled to special education services.

Public laws must be periodically reauthorized. The 1990 reauthorization of P.L. 94-142 described above changed the law to the Individuals with Disabilities Education Act (IDEA). The more suitable person-first language of "individual with disabilities" replace the unfavorable labeling language of "the handicapped" in the title of the legislation. This law added significantly to providing education to very young children with disabilities and preparing older student for transition to post-secondary life. Two new categories of disability – autism and traumatic brain injury – were added to the already existing categories of learning disabilities, speech or language impairments, mental retardation, emotional disturbance, hearing impairments, visual impairments, deaf-blindness, orthopedic impairments, multiple disabilities, and other health impairments. It also funded projects to promote the inclusion of students with severe disabilities in general education.

In 1997, President Clinton signed into law the second reauthorization of P.L. 94-142 and accompanying amendments know as IDEA 97. Seven significant changes greatly affect schools, teachers, and educational and assessment practices.

1. **General Education Teacher Involvement.** At least one general educator must participate as a member of a student's IEP team. The IEP also must directly address the student's participation in general education and must justify placements that are not in general education.

2. **Evaluation and Eligibility.** IDEA 97 clarifies that when parents consent to have their child evaluated, they are not consenting to possible future special education placement. Students cannot be made eligible for special education because of past poor instruction or because of language differences. Previous requirements that a comprehensive reevaluation occurs every three years can be modified if the family desires; already existing information can be used rather than repeated administration of standardized tests.
3. **Assessment of All Students.** Historically students receiving special education services were not included in state, district, or school-wide assessment of student performance. IDEA 97 corrected this by requiring that by July, 2000, each state must assess the academic progress of students who have IEPs by including them in the standardized assessments other students take or by using an alternative assessment process. Students who need appropriate adaptations such as extended time or large print during assessment are entitled to these adaptations.
4. **Discipline.** If needed, the IEP must include strategies for addressing student behavior issues. A behavior plan must be developed, if a student is suspended or placed in an alternative interim placement. If a student with disabilities brings a weapon or drugs to school, the school now has the option to place the student in an alternative placement for up to 45 days; and that placement must provide continued special education services.
5. **Transition.** Beginning at age 14, IEPs must address the transition to post-secondary needs of students eligible for special education. These needs must be updated annually, with increasing detail each year as to the school and outside services (e.g., community vocational education) the student will access.
6. **Paraprofessionals.** Paraprofessionals, teaching assistants, aides, and like personnel must be trained for their jobs and appropriately supervised.
7. **Mediation.** As part of due process procedural rights, each state must make mediation available to parents as an early and informal strategy for resolving disputes over a student with disabilities' identification, placement or services. The State bears the cost of mediation. Parents do not have to mediate; and mediation may not delay a possible due process hearing.

Court Cases Influencing Special Education

Issues concerning students with disabilities are addressed by federal and state laws. How these laws are interpreted often is resolved through the courts. Since 1954, many hundreds of legal decisions have clarified the rights of students with disabilities and the role of educators in supporting these children's education. In many instances court decisions led to the development of and passage of legislation. As you review some of the landmark decisions listed here, you should notice how they influenced legislation described earlier.

- **Brown v. Board of Education (1954).** This probably is the most important case in establishing the principle that school segregation denies equal education opportunity. Although the decision refers primarily to racial segregation, it is viewed as the foundation for ensuring equal educational opportunity for students with disabilities.
- **Diana v. State board of Education (1970).** California was required to correct biased assessment practices with Chinese American and Mexican American students. Students for whom English was not a primary language had to be assessed in both their primary language and English; culturally biased items had to be dropped from tests and alternative intelligence tests had to be developed to reflect Mexican American culture.
- **Larry P. v. Riles (1984).** In California it was ruled that IQ testing as a basis for identifying African American students as mentally retarded for special education purposes was discriminatory. California schools were ordered to reduce the disproportionately high numbers of African American students in special classes for students with mental retardation.
- **Honig v. Doe (1998).** This decision ruled that if a student is excluded from school for more than 10 days, it was a change of placement and all procedures for making a change of placement must be followed.
- **Daniel R.R. v. State Board of Education. (1989).** This decision established the consideration of the following two factors in determining the appropriateness of a placement for a student with disabilities: 1) whether a student can be satisfactorily educated in general education with supplementary supports and services, and 2) whether, in cases in which the general education setting is not successful, the student is mainstreamed to the maximum extent appropriate.
- **Oberti v. Board of Education of Clementon School District (1993).** This case is considered key in establishing the principle of inclusive education. In this case concerning a student with Down syndrome, the district court ruled and the court of appeals upheld the ruling that school districts must make available a full range of supports and services in general education to accommodate the needs of students with disabilities.

The court stipulated that because a student learns differently from others does not necessarily warrant exclusion from general education.

- **Doe v. Withers (1993).** Mr. Withers, a history teacher, was responsible for making oral testing accommodations for Douglas Doe, a student with learning disabilities who was in his class. Although a state legislator, Mr. Withers refused to provide the oral testing. Consequently, Douglas failed the class, making him ineligible for athletics. The court awarded the family \$5000 in compensatory damages and \$30,000 in punitive damages. This case is widely cited as an example of general educators' responsibility to make good faith efforts to provide required accommodations for students with disabilities.
- **Sacramento Unified City School District v. Rachel H. (1994).** This case is another historic national victory for inclusive education, not only because the Ninth Circuit U.S. Court of Appeals required the Sacramento school district to place Rachel Holland, a girl with severe disabilities, in regular education classes full-time with non-disabled peers, but because the U.S. Supreme Court refused to hear the school district's 11th hour appeal to overturn the Ninth Circuit's decision. This left the circuit court's landmark decision intact and, in the words of the Holland's attorney, "signaled the end to a system that automatically excludes children with disabilities from the regular classroom and relegates them to segregated 'handicapped only' classes.

Teachers in the Movies

Teachers, in the movies, are depicted in many different ways, some of which are accurate, most of which are less than accurate. However, we can certainly learn some lessons from those teachers. In this assignment, you will choose a movie about teachers, rent it for the weekend, answer the following guide questions, and come prepared to discuss it in class. The answers to your guide questions will be your “ticket” to the discussion. You may have seen one or more of the following movies, but will likely need to see it again, since you are looking at it through specific “teacher eyes”.

Some movies about teachers are: Finding Forester, Stand and Deliver, Dead Poet’s Society, Mr. Holland’s Opus, Kindergarten Cop, Radio Mona Lisa Smile, Coach, others?

Response viewing questions:

Before Viewing:

1. Have you seen this movie?
2. What scene do you remember most? Why?
3. If you have not seen this movie, why did you choose it?

During viewing:

1. Who is the primary teacher in the movie? Is s/he a protagonist or antagonist? Choose 3 adjectives to describe him/her.
2. Describe the students in 3 sentences or less. In your opinion, what do these students need most?
3. What is the primary conflict in the movie? Who is the source of the conflict?
4. Describe an effective management strategy a teacher uses. (It may or may not be the primary character.)
5. Describe an ineffective management strategy a teacher uses. (It may or may not be the primary character.)
6. Describe an effective teaching strategy a teacher uses.
7. Describe an ineffective teaching strategy a teacher uses.

After viewing:

1. Write down one quote that makes an important point to you.
2. Would you want to be in this teacher’s classroom? Why/ why not?
3. In your opinion, is this an accurate depiction of what teaching is really like?
4. If the media were the primary vehicle by which the general public gets its information, what would their opinion be of teachers as a result of watching this movie? Would it be an accurate opinion? How might it be a dangerous opinion?

Assignment/ Sheet

Name: _____ ph. _____

e-mail _____

Points Earned:	Assignment:	Points Possible:
_____	Interview of a teacher	<u>10</u>
_____	Classroom observation reports 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15	<u>15</u> (1 point each)
_____	Community Study	<u>10</u>
_____	Personal philosophy of teaching, learning and schooling	<u>10</u>
_____	School Law and Diversity	<u>10</u>
_____	Teachers in the Movies	<u>5</u>
_____	Contemporary issues research	<u>12</u>
_____	Current events in education	<u>5</u>
_____	Reading Responses/Lit Circles Week: 2, 3, 4, 5, 6, 7, 9 10, 11, 12, 13, 14, 15	<u>13</u> (1 point each)
_____	Participation and Attendance	<u>10</u>
_____	*Fieldwork Documentation*	
_____	*Must be turned in or student will not receive a passing grade.*	

Attendance and Participation points:

0 points	2 points	5 points	8 points	10 points
Rarely participates in class discussions. Participates in group discussions daily. Is sometimes off task during group work.	Seldom participates in class discussions. Participates in group discussions daily. Is sometimes off task during group work.	Sometimes participates in class discussions in a professional manner. Participates in group discussions daily.	Most of the time participates in class discussions in a professional manner. Participates in group discussions; is not off topic during group work.	Comes to each class session Always participates in class discussions (every class), in a professional manner. Participates in group discussions; is not off topic during group work.

If you miss two class sessions, you cannot receive a grade of A or A -; if you miss three class sessions, you cannot receive a grade of B+ or B, if you miss more than 3 classes, you cannot receive a C+.

Guidelines for EDUC 350 Field Experience & Classroom Observation Entries

EDUC 350 requires 45 hours of field experience in public schools.

You must visit each of the following educational levels:

1. elementary school classroom (K-6)
2. middle school classroom (6-8)
3. high school classroom (9-12)

In these three basic settings, observe a variety of students with different instructional environments. These include multiple school districts and schools with a range of socio-economic contexts, multilingual/cultural populations, etc. Some of the environments you should see are:

1. English language development or primary language classroom
2. special education setting
3. primary (K-3) and intermediate (4-6) levels in elementary schools
4. general and advanced levels in high school subject fields
5. gifted education setting
6. sheltered instruction (SDAIE)

You may choose to make some of your observations in schools other than “regular” daytime schools. Consider observing in charter schools, alternative education sites, adult education schools, or court schools. For additional settings, obtain permission from your instructor before you do the observations.

Choose the locations of your field experience early and carefully. Make copies of the introduction letter, as you will meet with more than one principal. Call ahead and ask for an appointment with the principal. It may take them a week or so to arrange a meeting with you. Explain that you would like to observe several different educational settings. *However, remember you need to be with one teacher a significant amount of time if you plan to have him/her fill out your Field Experience Recommendation Form (for applying to the credential program).*

You must observe in varied settings to satisfy this course requirement. Each observation should last at least 30 minutes. Your observation entries must reflect these different settings. You will turn in a total of 15 classroom observation records throughout the semester (see syllabus for dates) and your Field Experience Record at the last class session.

Request to waive observation hours: If you have recent, significant experience with students in public school settings, you may request to waive no more than 20 of the 45 hours of field observations. Should the request be granted, you will still need to observe in the variety of settings described above. Examples of roles that might qualify for a waiver are: tutor, substitute teacher, teacher aide, parent volunteer, Casey Foundation participant, school aide. To request a waiver, complete the form in this packet and submit it to your instructor with supporting documentation no later than the third week of classes.

Your classroom observation entries should follow the format below:

- Your name
- School name
- Type of classroom/grade/subject
- Day of the week/date/time/number of teachers and assistants/number of students in class.
- Demographic characteristics of the site and classroom.
- Assumptions/expectations you have about this observation. What do you think you're going to see? What assumptions do you have about these particular kinds of students and teachers or about this class?
- Focus of your observation and a description of what you saw within this focus—don't try to observe everything. Zero in on a few key points and how they affect the big picture of the classroom.
- Analysis of the observation—comparison with classroom discussions and readings *and* ways in which your assumptions/expectations were accurate or inaccurate.
- Questions for discussion or exploration.

Type your entries on your own paper. Do not write them by hand. You should respect the confidentiality of the students and teachers by using fictitious names for persons in your entries.

Classroom Observation Entry # _____

Your name: _____ School name: _____

Type of classroom (grade/subject/special program): _____

Day of the week/Date/Time: _____

Number of teachers and assistants/Number of students: _____

Describe the demographic characteristics of this site/classroom: _____

Assumptions/Expectations/Questions I have about this observation (concerning the teachers, students, class, etc.):

Focus of observation/Description (highlights) of what I saw around this focus:

Analysis of observation—connect back to course work and to above assumptions, expectations and/or questions:

Questions for discussion or exploration:

EDUC 350 OBSERVATIONS: TOPICS FOR WRITTEN ENTRIES

The following is a list of areas to guide you through your actual field experience. You may wish to focus on one or more of these areas during observations. Some areas will require you to obtain information from the teachers and some will be evident through the observation process.

Room arrangement (the physical lay-out of the room: does it support or get in the way of instruction? do the students move around the room for different phases of instruction?).

Effective Discipline Plan (are rules posted? who generated the rules? do you see them enforced consistently? What are the consequences/rewards?)

Organizing student work (how do students submit finished work? how does the teacher return work? are there provisions for redoing/resubmitting work? what provisions are in place for students who are absent?).

Behavior management strategies (how does the teacher get compliance from the students in the area of acceptable behavior? do students understand expectations? is the teacher consistent in attending to students' behavior?).

Planning for instruction (is there evidence of lesson planning? does the teacher do long range and short range lesson planning? are instructional materials readily available?).

Conducting instruction (does the teacher make provisions for active learning? how does the teacher view his/her role during instruction? do all students have a chance to participate? what materials were used in the course of the lesson? what variety of instructional approaches are used? does the teacher use wait time and prompting responses to increase involvement? is cooperative learning in evidence?).

Managing small groups (are there any small group instructional sections? how are students selected for small groups [assigned/choice; heterogeneous/homogeneous]? are the small groups permanent or flexible? what are the students doing who are not involved with the teacher?).

Classroom diversity (how diverse are the students—in ability, learning styles, ethnicity, linguistic background, socioeconomic status? how does the teacher attend to differences among the students? how does the teacher adapt instruction for students with special needs, or for English learners ["sheltered instruction"]?).

Communication skills (comment on the clarity of instructions. do students understand what they are to do when a sequence of instructions are given? does the teacher depend only on verbal communication skills or are there also visual prompts to accompany verbal instructions? what does the teacher's non-verbal communication indicate [body language etc.]?)

Evaluating student progress (how does the teacher know if objectives for instruction have been met? does the teacher ask for response to oral or written questions during the lesson and/or observe students during the lesson? what informal documentation is maintained? what "counts" for grading purposes: worksheets, homework, tests, portfolios, presentations, projects?)

Flexibility (what evidence of flexibility do you see in the teacher's behavior and the learning environment? do you see evidence of any "teachable moments" [unplanned events being turned into effective learning experiences with students]? does the teacher use student remarks or interest to "reroute" or enhance a planned lesson?).

Students (how do you think students perceive their roles as learners in the room? what opportunities do they have for interactions with each other? do interests of learners help guide instruction? are students active participants in the learning process?).

Assessments (When is the assessment given? Why was it important? How immediate was the feedback?).

Cooperative Groups (How has the teacher structured the groups? How do the students support each other? How many students, length of time? What benefits did you observe?).

Positive Feedback (How did the students respond to positive feedback? How did they respond to redirections?).

Procedures (Do students seem to know what the teacher expects? Has the teacher made his/her "invisible" expectations visible to the students?).

Request to Waive Observation Hours-EDUC 350

EDUC 350 Section _____ Semester _____ Instructor _____

Name SS #

I request a waiver for the following experience in public schools:

- _____ Tutor
- _____ Substitute teacher
- _____ Teacher Aide
- _____ Parent volunteer
- _____ School aide
- _____ Casey Foundation participant
- _____ Other (describe):

The experience took place as follows:

School: _____

District: _____

Dates: _____

No. of hours in this experience: _____

Attach the following to this request:

1. A letter from supervisor/teacher verifying the experience, including the length of time spent in this experience.
2. Your reflection on the experience (1-2 pages typewritten). Describe the experience and convey what you learned from the experience that will help you to be an effective teacher candidate.

Do not write below this line.

_____ Approved Number of hours to be waived (20 max): _____

_____ Denied

Reason for denial: _____

Instructor Signature

Date

FIELD EXPERIENCE RECOMMENDATION FORM - Non Confidential

Applicant's Name: _____
SSN _____

Program: _____ Multi Subj ___ Multi Subj Mid Lev ___ Concurrent w/ Ed Spec ___ Sing Subj

This individual is considering applying for admission to a Cal State San Marcos Teacher Education Program. The applicant has indicated that he/she has worked with children/youth (class/groups) under your supervision. One of the criteria on which candidates are admitted to the CSUSM program is successful work experience with children (either paid or volunteer). All credential program applicants are required to submit a Field Experience Recommendation Form from a public classroom teacher.

In a brief narrative, reflect on this individual as a teacher candidate. When possible, please provide specific examples and details. If your narrative exceeds this page, or if a separate letter is used, please attach to this form and sign. In order to avoid questions of authenticity, do not cut and paste your narrative in the box below.

Consider the candidate's personal and professional attributes with the following in mind:

Dependability	Professional appearance/manner	Enthusiasm	Poise and self-confidence
Initiative	Interpersonal communication skills	Sensitivity to all learners	

Student Services Center welcomes your additional comments. (760)750-4277 or email:coessc@csusm.edu

Name of Public School: _____

Grade Level: _____

School District _____

Number of hours candidate has been in my classroom _____

Classroom Teacher's Name _____

Classroom Teacher's Signature _____

Date _____